

Indiana's 2014-2015 Distinguished Schools:

Exceptional Student Performance Winner--Virgil I. Bailey Elementary School in Lake Station Community Schools

Principal: Mr. Terry Kolopanis and Superintendent: Dr. Tom Cripliver

Growth and Closing the Achievement Gap Winner--Maplewood Elementary School in MSD of Wayne Township

Principal: Mrs. Moira Clark and Superintendent: Dr. Jeffrey Butt

Strategies used for Achievement	Types of Collaboration & PD	Family & Community Involvement
<p>Data Ideas:</p> <ul style="list-style-type: none"> Students tracking individual data --Students track their behaviors & academics weekly on the back of a three-pocket-plastic folder. Every student has a data binder & keep their own for entire school year; along with quarterly and yearly goals Visual data walls of students pictures-- to show students who are high performers in the hallways. Data walls in each classroom to help drive instruction (confidentiality of student kept private) Twice a year students meet with AP for 10 minutes to review their academics and behaviors at school Student led conferences. Digital dashboard used by teachers to monitor school data, grade level data, district data, and classroom data Eight Step Process Walkthroughs with immediate feedback 20 day countdown prior to ISTEP+ and Acuity Utilize data from TAP or RISE Intervention block periods Data analysis – after every Acuity/District test – incorporate results Academic goals and 9 week incentives for Accelerated Reader and Math Interventionist/improvement coordinator have shared Google docs on all students – each group tracked daily and shared with staff to see emotional/social needs Pacing Guides PIVOT allows data management to be handled more effectively Meet with RtI Team 2x week to identify students and strategies 	<p>Face to Face Collaboration:</p> <ul style="list-style-type: none"> Building capacity within the building - staff presents PD Any teacher who participated in PD shares out what was learned at next staff meeting Walkthroughs and formal observations used as progress monitoring to inform PD Specific and immediate feedback to staff after walkthroughs/informal observations SIP/SAP used to guide PD needs & actions Yearly retreat – based on levels of need with intentional discussions and clear outcomes Root cause analysis practice assists with collaborating and deciding on PD Purposeful planning, lesson design, and evaluation tool to be responsive to needs of teachers Analyzing data effectively with all teachers Crisis Prevention training, Training Up Special Ed Leaders in each building Principal and Assistant Principal collaborative meetings with teachers PD for entire school with EL strategies Grade level meetings with coach bi-weekly Building leadership teams Common planning time Block scheduling—every teacher has two times/week with common planning time Common lunch time for teachers Weekly PLC meetings RTI Meetings 	<p>Parents:</p> <ul style="list-style-type: none"> Parents are invited to a dinner with a Chinese Auction. Each classroom has a theme basket to raffle off Each classroom had at least one parent in the room acting as an assistant. Parent Check-Out—School has a selection of books, games, flashcards, and other activities that parents can check out to use at home to help their student learn. Muffins for Moms, Donuts for Dads Family Data Nights—parents pay \$5 for pizza and a drink and school will review their child's data and demonstrate strategies to use at home YouTube videos posted every Monday from school with upcoming news and teach out to parents on best learning practices at home Zumba night every Wednesday—for parents and students to have a chance to exercise the body and exercise the mind over academic needs Yearly parent surveys Program to send out info to parents through texts—receive parent cell numbers beginning of the school year Parent Conferences—100% attendance <p>Community:</p> <ul style="list-style-type: none"> Clothes pantry located in school from Target Partnership. Local college students come in to read or assist teachers

<ul style="list-style-type: none"> • K-2 DIBELS, math assessment, etc. • Math assessment– iREAD <p>Programming Ideas:</p> <ul style="list-style-type: none"> • Mobi Max • Treasures, Triumphs, Wonders & Wonder Works • Readlive • Reading Recovery • Reading First Program • Sony Lip Program • ALEKS math • SAR reading • STAR reading <p>“Extras” Ideas:</p> <ul style="list-style-type: none"> • Breakfast served in classroom to save time--extra 20 min a day of instruction • All school age students have opportunity to be a part of their Student Council—meet last ten minutes of school to help with PBIS initiatives and has input on school ideas • Skill Squeeze Program-- 10 kids per lunch period just have one question to work on. • PBIS Expectations and common school language • Positive attitude from all staff members with the same goal of supporting their students become successful • Book studies and extended learning activities during intercession breaks • Special ED co-ops differentiates lower learners • Working CORE program as designed • Maximize instructional schedule • 21st Century Grant • Visit other schools to observe successful practices • After school club– real world applications applied • Each teacher builds student rapport • Title I and EL to support in and out of the classroom. • Gifted and talented - work with GT teachers to enrich, move, and show growth -advanced afterschool math club 	<ul style="list-style-type: none"> • Early release on Wednesdays for teachers to stay for last hour for PD/Planning • Title I assistants start school an hour later; last contractual hour while students are gone they are given PD on research based strategies for differentiated instruction and best learning practices • Retired teachers model lessons for new staff or struggling staff <p>Virtual Collaboration:</p> <ul style="list-style-type: none"> • Utilizing Google Docs for walkthroughs and shared lesson plans • Daily Five Videos Used • Survey staff about strategies quarterly <p>Outside of School PD Topics:</p> <ul style="list-style-type: none"> • PD Focus on gradual release from Marge Simic • Scholastic—Read 180 and Math 180 • PD in the Eight Step Process with Pat Davenport • Smekens webinars • Bob Tramil every year helps assist with instructional calendar for best practices • mClass training • Acuity training • Activity 8 training • WIDA training • PD with John Wolfe--best practices in reading. • Implementation of College and Career Readiness training <p>PBIS:</p> <ul style="list-style-type: none"> • PD on PBIS with outside source • PD on PBIS within school –create committee • Visit other schools implementing PBIS • Create PBIS Matrix for expected behaviors in common places in the building 	<ul style="list-style-type: none"> • Macy's Department store provides books • Christmas shopping with a cop • Kohl's Gift Certificates for schools • Cracker Barrel Reading • Pizza Book-It • Six Flags Ticket to Read • Big Brother, Big Sister partners • Community members come monthly to talk to students during lunch about careers and goals • Weekend food back-packs - local church supporters • Hats and gloves for kids, assistance <p>Student Focused:</p> <ul style="list-style-type: none"> • School's Family and Community Involvement coordinator recruits community partnerships for specific needs e.g. food, clothing • Bus Driver Buy-In --Bus personnel are a part of the PBIS culture of the school and are on board for “Read while you Ride”. Each bus has a token economy system for positive behaviors on the bus. The bus driver is provided books for students to borrow • Each teacher is in charge of “x” amount of students to check in with & build rapport • High School basketball team visited to read with students • College banners hung around school—college students come to talk to classrooms about career choices. • EL nights for all students and families to participate in • Summer-wake-up Wednesdays - 3-4 at risk, grant funded
<p>Thirty-two schools were identified as candidates for being a Distinguished School in; Exceptional Student Performance or Growth & Closing the Achievement Gap. Each school principal interviewed with IDOE staff. In the interview, principals shared programs & services which have led to the school's success, how student progress is monitored, professional development & implementation, collaboration of staff & involvement of families & community partners. Schools then received an onsite visit from IDOE staff to gather more information. It's important to share with all schools the practices & strategies demonstrated based on the data, observations & interviews observed.</p>		